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ABSTRACT

In this evaluation of the fourth and final year of a Japanese and Korean bilingual education program, the program's seven major goals and sub-objectives are reviewed, and the program's success in attaining these goals is discussed. Data was obtained from visits to participating schools. It is concluded that the program met 15 of its 16 stated objectives, and came within one percentage point of attaining the sixteenth. Appended materials comprising about half the document include: photographs of project staff at each of four sites and the project director; the flowchart and English reading test used in the student identification process; examples of materials related to student monitoring, classroom instruction, and student work; the principal's observation form and photographs of aides at work with program participants; a chart of student data covering the entire project; the project director's tabulation of parent awareness of school activities for each site; and the teacher questionnaire and responses concerning students, teacher, and administrator knowledge of Japanese and Korean students' cultures and language needs as a result of the program. (MSE)

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FOURTH AND FINAL EVALUATION REPORT
(1987-1988)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition

(A Japanese and Korean Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

in

Torrance Unified School District
Torrance, California

Prepared by:

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Los Angeles County Office of Education
Downey, California

November 1988

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Table of Contents

		Page
Executive Summary		v
Section 1:	Background, Revision of the Program Evaluation Plan.	1
Section 2:	Evaluator's Opinion Regarding the Program Evaluation Plan Elements.	3
Section 3:	Results of the Evaluator's On-Site Visits, Data Gathering and Analyses.	3
Objective 1.1	". . .compile a progress report showing the number of students in groups A, B, C and D who scored within the following ranges...on the CTBS-U subtests of reading and language".	5
Objective 1.6.1	". . .project students . . .(will be) tested with the Bilingual Syntax Measure . . .the San Diego Oral . . .and . . .the T.U.S.D. initial identification process for LEP students"	9
Objective 1.6.2	". . .LEP (students) will have an ILP (Individual Learning Plan) or a GLP (Group Learning Plan) developed which places (them) in the 'appropriate program' option"	10
Objective 1.6.3	"Teachers will keep records that show student progress through English language acquisition stages"	11
Objective 1.6.4	"Aides will provide help to LEP Japanese and Korean students"	11

Page

Objective 1.A.1	"Eight percent of . . .LEP students . . (all four schools combined) will be reclassified as FEP".	12
Objective 1.A.2	"90% of project students who have been reclassified . . .and who are enrolled in Torrance . . .will have no difficulties"	13
Objective 1.A.3	". . .the bilingual resource teacher will provide information showing progress toward reclassification . . .annually and over the entire life of the project (1984-1988)"	13
Objective 1.A.4	". . .the bilingual resource teacher will provide information showing for each reclassified project student the length of time in the project"	13
Objective 2.A.1	". . .the following percentages of LEP . . . students . . .will maintain or show improved self-esteem . . .December 1986-May 1988".	19
Objective 2.A.2	". . .the following percentages of LEP . . . students . . .will maintain or show improved self-esteem . . .December 1987-May 1988".	24
Objective 4.1	". . .87% of parents of project participants . . . will demonstrate awareness of school (parent education)"	29
Objective 5.A.1	". . .80% of responding project teachers and principals . . .will indicate . . .that an increase has taken place in their knowledge about Japanese and Korean students' cultures and language needs"	31
Objective 6.A.1	" . . .100% of the . . .instructional staff will have been trained in the natural approach"	33

Page

Objective 7.A.1 " . . .each principal will respond . . .to the evaluator's question, 'What are your plans for serving Japanese and Korean . . .LEP students starting in 1988-1989, when external Title VII funding will have ended?' ". 34

Sections 4 and 5: Possible Program Evaluation Plan Revision and Possible Program Modification. 34

Appendix A: Photographs of Title VII Project Staff, Spring 1988

Item 1 Arlington Elementary School. 37

Item 2 Hickory Elementry School. 38

Item 3 Lincoln Elementry School. 39

Item 4 Victor Elementry School. 40

Item 5 Project Director, 1984-1988. 41

Appendix B: Student Identification Process

Item 1 District's Flowchart. 42

Item 2 District's English Reading Test. 43

Appendix C: Student Monitoring, Classroom Materials and Student Work

Item 1 One Student's ILP (Individual Learning Plan). 44

Item 2 One Student's January ILP Progress Report. 45

Item 3 Same Student's April ILP Progress Report. 46

Item 4 One Title VII Activity Sheet. 47

Page

Item 5 Another Title VII Activity Sheet. 48

Item 6 One Student's Story and Drawing. 49

Item 7 Parent Invitation and Permission Card. 50

Appendix D: Student Support

Item 1 Principal's Observation Form. 51

Item 2 One Title VII Aide at work with Project Students. 52

Item 3 Another Title VII Aide at work with Project Students. 53

Item 4 A Third Title VII Aide at work with Project Students. . 54

Appendix E: Student Data for Entire Project (1984-1988). 55

Appendix F: Project Director's Tabulation of Parent's Awareness of School Activities

Item 1 Arlington School. 57

Item 2 Hickory School. 58

Item 3 Lincoln School. 59

Item 4 Victor School. 60

Appendix G: Increase in Knowledge Questionnaire

Item 1 Teacher Questionnaire. 61

Item 2 Responses to Teacher Questionnaire. 63

FOURTH AND FINAL EVALUATION REPORT
(1987-1988)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition

(A Japanese and Korean Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

EXECUTIVE SUMMARY

This was the fourth and last year of Federally funded program operation and the fourth time the program was evaluated by an outside evaluation consultant from the Los Angeles County Office of Education. In the spring semester of each school year, the external evaluator made on-site visits to each of the four Title VII elementary schools to gather data to use as the basis for his findings as to whether or not the objectives that were to be attained that year were, in fact, being attained.

This year, as in past years, the district's record was exemplary. The evaluator found that of the sixteen objectives that were to be attained during the 1987-1988 school year, fifteen were actually attained. Only one objective (Objective 4.1) was technically unattained. It called for 87% of parents of LEP Japanese and Korean students to demonstrate awareness of their school's parent education activities. The evaluator found that 86.2% of the parents did so. As noted in the body of this report, this is about as close as anyone could be expected to come in an estimate made a year in advance. This degree of accuracy is reminesent of last year's estimate that 15% of project students would be reclassified as FEP. The evaluator found that 14.4% did so. (The percentage for 1987-1988 was 15.4%.)

The objective attainment rate for 1987-1988 was fifteen out of sixteen. This amounts to an attainment level of about 94% even when that one objective - on which the district came very close - is counted as being unattained. If a student in class were to do this well, most teachers would give that student a grade of at least an "A."

FOURTH AND FINAL EVALUATION REPORT (1987-1988)

Listen, Practice, Converse:
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(A Japanese and Korean Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

Section 1

Background, Revision of the Program Evaluation Plan

In the "Executive Summary" to the "Third Annual Evaluation Report" the external evaluator made the following recommendations:

1. That the IOX self-esteem inventory be given to students in May 1988 so that possible gains can be measured over a longer time frame from December 1986 to May 1988;

2. that a tracing be done of the annual progress toward reclassification made by students in groups A, B, C, and D; and that this be done over the entire life of this project (1984-1988);

3. that project personnel consider whether to attempt to measure staff's possible increased level of acceptance of cultural and language diversity; and

4. that the inservicing of regular classroom teachers in the "Natural Approach" be completed and these teachers be assisted in learning how to assume greater responsibility for bilingual students, in case bilingual aide time is reduced for the 1988-1989 school year.

Project personnel decided to implement all four recommendations. Each recommendation was turned into a project objective which was included in the revised 1987-1988 Management and Evaluation Plan. According to that plan, recommendation one would be addressed by Objective 2.A.1.,

recommendation two would be addressed by Objectives 1.A.3. and 1.A.4.; recommendation three would be addressed by Objective 5.A.1., and, finally, recommendation four would be addressed by Objective 6.A.1. External evaluator judgement on attainment levels for each of these objectives are provided in this report.

Beyond the additions just mentioned, only minor revision of the previous year's Evaluation Plan were made.

The evaluator recognizes and thanks the following Torrance Unified School District Title VII personnel for their continued assistance and cooperation.

TABLE 1

Title VII Bilingual Project Personnel at Each School 1987-1988

School	Principal	Reading Teacher	Aides
Arlington	Michael Brajevich	Lillian Coopersmith	Hea Kim
Hickory	Nancy Raiche	Ann Pfund	Keum Kim
Lincoln	Dr. Daniel Kelly	Linda Dowlan	Hisayo Ogata
Victor	Steve Shearer	Linda Gresik	Jin Song Miyeko Lewis

Because this fourth year was the last year of externally funded project operation, photographs were taken of project personnel at each of the four project schools. These photographs, taken in the spring of 1988, are included here as a way to memorize the work done by these dedicated project staff members. (Please see Appendix A.)

The principals, reading teachers, and bilingual aides whose photographs are herein included as well as all those who served in these positions over the last four years deserve to be thanked for their assistance and cooperation, without which the external evaluation would have been extremely difficult.

Kikuko Nishi has been the project director/bilingual resource teacher for the last four years. During that time when there were changes in principals and reading teachers, Kikuko helped to maintain the integrity of the project over the entire time (1984-1988) it received external funding. She deserves recognition for this as well as for her ongoing support of the external evaluation of the project.

Appreciation also goes to Mrs. Blanche T. Malek-Mikhail, the evaluator's secretary, for her word processing work, as well as Steve Yamarone and Dr. Fred Smith, the county statisticians for their work in data analysis. In addition, Dr. Tom Bishop from the county wrote the first evaluation report and as "consultant-in-charge" continued to be interested and active in the project.

Section 2

Evaluator's Opinion Regarding The Program Evaluation Plan Elements

The evaluator concurs with the proposed evaluation instruments, data collection, data analysis, and data presentation procedures described in the Program Management and Evaluation Plan, as revised, for the fourth and final year of program operation.

Section 3

Results of the Evaluator's On-Site Visits, Data Gathering and Analyses

The program evaluator made on-site visits to the Title VII project schools on the dates shown below in Table 2.

TABLE 2
County Evaluator's On-Site Visits

Project School	Dates Visited: Planning Meeting	Dates Visited: Data Gathering Visit
Arlington	March 24	April 27
Hickory	March 24	April 28
Lincoln	March 9	May 11
Victor	March 9	April 26

During the on-site visits the evaluator conducted structured and unstructured interviews, reviewed documents and other records, and observed teachers and aides. The district Title VII Project Director/ Bilingual Resource Teacher accompanied the evaluator on each on-site school visit.

At each school the evaluator first interviewed the principal and reviewed documents and then visited the grades and classrooms selected at random according to his sampling plan. During classroom visits teachers were observed and information on selected project students were reviewed. Classroom observations and teacher interviews were greatly facilitated by the fact that either the principal or the reading teacher was ready to take over, or did take over the teaching tasks, thereby freeing the classroom teacher. The evaluator also observed and interviewed aides about the progress of selected project students. In an effort to be as unobtrusive as possible, the evaluator attempted to keep the teacher and aide interviews to between ten and fifteen minutes.

The data gathered during his on-site visits plus that received by mail later, form the foundation on which the evaluator based his findings together with his conclusion as to whether or not each project objective was attained.

A. Student Instructional Component

Goal 1.0

Project staff at Arlington, Hickory, Lincoln, and Victor Elementary schools will monitor the Japanese and Korean LEP students' progress in English Language acquisition.

Objective 1.1

By June 1, 1988 the principals and reading teachers of Arlington, Hickory, Lincoln, and Victor Elementary schools will compile a progress report showing the number of students in groups A, B, C, and D who scored within the following ranges: Below the 25th percentile, 25th-29th percentile, 30th-35th percentile, and at or above the 36th percentile on the CTBS-U subtests of reading and language.

As they did last year, the principals and reading teachers of four schools did provide the evaluator with frequency distributions showing the number of students in the four groups who scored within the various categories. (Please see Table 3 which follows.)

Last year a comparison was made between the handwritten distributions generated at each school and those generated by a computer sort of CTBS scores as shown on print-outs. As noted in the Third Evaluation Report the "results were almost exactly the same."

This year a comparison was made between the handwritten distributions from each school (Table 3) and the distributions derived by a microcomputer sort on CTBS scores contained on a Macintosh data disk in "spreadsheet" ("Excell") format.

The spreadsheet data were gathered under the direction of the Title VII Project Director/Bilingual Resource Teaher in summer of 1988 after the staff at each of the four schools had ended their year. She gathered the data for all the project students over the entire life of the project (1984-1988.) (Please see Table 4 below for the student score distributions derived from the spreadsheet.)

TABLE 3

1988 Frequency Distribution Data Showing the Number of Project Students who Scored Within the Four Ranges on the CTBS Reading and Language Subtests

School	CTBS Subtest	Student Group	Total # of Students	Score Range			
				Below 25%	25%-29%	30%-35%	At or Above 36%
Arlington	Reading	A	8	1	1	4	2
		B	8	1	1	1	5
		C	13	4	0	2	7
		D	13	6	0	0	7
	Language	A	8	1	1	1	5
		B	8	1	1	0	6
		C	13	4	0	0	9
		D	11	3	0	1	7
Hickory	Reading	A	2	1	1	0	0
		B	2	0	1	1	0
		C	18	6	0	2	10
		D	18	7	0	3	8
	Language	A	2	0	1	1	0
		B	2	0	0	0	2
		C	19	2	2	2	13
		D	17	1	1	1	14
Lincoln	Reading	A	11	1	1	0	9
		B	10	2	0	0	8
		C	19	3	3	2	11
		D	11	2	0	2	7
	Language	A	11	1	0	1	9
		B	10	1	0	1	8
		C	5	1	0	2	2
		D	3	1	0	1	1
Victor	Reading	A	0	0	0	0	0
		B	1	0	1	0	0
		C	28	12	3	2	11
		D	25	13	1	2	9
	Language	A	0	0	0	0	0
		B	1	0	0	1	0
		C	28	4	5	3	16
		D	9	5	0	1	3
	Total Reading		187	59	13	21	94

Source: Title VII staff at each school.

TABLE 4

1988 Frequency Distribution Data Showing the Number of Project Students who Scored Within the Four Ranges on the CTBS Reading and Language Subtests

School	CTBS Subtest	Student Group	Total # of Students	Score Range			
				Below 25%	25%-29%	30%-35%	At or Above 36%
Arlington	Reading	A	7	1	1	3	2
		B	10	2	0	1	6
		C	17	6	0	2	9
		D	11	6	0	0	5
	Language	A	7	1	1	1	4
		B	10	1	1	0	8
		C	5	1	1	0	3
		D	7	4	0	0	3
Hickory	Reading	A	3	1	1	0	1
		B	3	0	1	1	1
		C	18	7	0	2	9
		D	16	6	0	3	7
	Language	A	3	0	1	1	1
		B	3	1	0	0	2
		C	15	2	1	1	11
		D	1	0	0	0	1
Lincoln	Reading	A	10	0	1	0	9
		B	10	2	0	1	7
		C	18	2	3	2	11
		D	11	2	0	2	7
	Language	A	10	0	0	1	9
		B	10	2	0	0	8
		C	5	1	0	2	2
		D	3	1	0	1	1
Victor	Reading	A	0	0	0	0	0
		B	4	0	0	1	3
		C	27	11	2	1	13
		D	27	12	1	3	11
	Language	A	0	0	0	0	0
		B	4	0	0	2	2
		C	16	4	3	2	7
		D	8	5	0	1	2
	Total Reading		192	58	10	22	101

Source: Microcomputer Spreadsheet

As mentioned, only minor discrepancies showed up in last year's comparison of handwritten student CTBS test score distributions gathered at each school with data shown on CTBS print-outs. This year, more and larger discrepancies showed up when a comparison was made between data gathered at each school (Table 3) and that from the spreadsheet created on the Macintosh microcomputer (Table 4.)

For example, the total number of project students in Arlington's Group C who took the CTBS Reading Subtest is shown on Table 3 as "13" ("14 minus 1 with no score") but on Table 4 as "17." Similarly, the total number of project students in Victor's Group C who took the CTBS Language Subtest is shown on Table 3 as "28" but on Table 4 as "16." Much of that difference is accounted for in the category of "at or above the 36th percentile." On Table 3 the figure for Victor Group C-Language, was "16"; but on Table 4 it was "7."

Another discrepancy between the two tables appeared for the category of total number of project students for Hickory's Group D - Language. Table 3 shows "17", but Table 4 shows only "1." As was true for Victor's Group C-Language discrepancy, much of the difference for Hickory's Group D-Language is accounted for in the "at or above the 36th percentile" category. Table 3 shows "14," but Table 4 shows only "1."

A certain amount of discrepancy is expected. For Lincoln's Group A-Reading, for example, Table 3 shown "11" and Table 4 shows "10." This amount of discrepancy emerged in last year's comparison. Why more discrepancies showed up as a result of this year's comparison is unknown, but the fact that two large discrepancies involved not only the "total number of students" category but also the "at or above the 36th percentile" category is suggestive. To be reclassified as "FEP" (fluent English proficient) a project student must score at or above the 36th percentile. Once a student attains this level he may be on his way ultimately to a designation of "fluent in English" and be out of the project. Since most of the larger discrepancy in tallies involved this "criterion level" category of test score (36th peracentile), the discrepancies may be somehow explainable by a change or a near change in status. Either that, or some data were simply missing or incorrectly entered, either at the school or later in the project director's office.

Although the discrepancy was larger this year than last, it may be rather small. At least as indicated by the total number of LEP students who took the reading subtest this was the case. In Table 3 this total is 187; whereas in Table 4 it is 192. This is a difference of only a little over 2.5%, which is really not very much.

In any case, working files in daily use in schools rarely match exactly a district's archive file, in this case a spreadsheet file which was assembled near the end of a project.

Conclusion

This objective was attained. Principals and reading teachers did tabulate student progress data (Table 3.) It is hoped that this was helpful as they reviewed student records for possible reclassification and endeavored to get a program level view of student progress.

Goal 1.6

Principals and classroom teachers will provide information about instruction appropriate to each student's stage of language acquisition in English, relative amount of instructional time spent with students on specific tasks, special supplementary project help, project materials used, and students' adjustment to school.

Objective 1.6.1

On an ongoing basis the reading teachers will see to it that all project students have been tested with the Bilingual Syntax Measure in English and with the San Diego Oral in Japanese or Korean and completed the T.U.S.D. initial identification process for LEP students.

A flow chart was prepared to describe the district's "initial identification and diagnostic assessment process." (Please see Appendix B, item 1.) Midway through the year the district began using their own "English Reading Test" as a replacement for the San Diego Placement Test. (Please see Appendix B, item 2.)

The evaluator found that all reading teachers had ensured that the initial assessment process had been completed, although at one school the San Diego Oral was still being used. As in previous years, the initial assessment and placement of students into the Title VII project was fast and efficient.

Conculsion

This objective was easily attained.

Objective 1.6.2

Students who are classified as LEP (Limited English Proficient) Korean or Japanese will have an ILP (Individual Learning Plan) or GLP (Group Learning Plan) developed which places the student in the "appropriate program" option: ESL (English as a Second Language) Bilingual classroom, Individual Bilingual Plan.

During classroom visits the evaluator reviewed records of selected project students. The "Individual Learning Plan K-6" that was in use last year was being used again this year. (Please see Appendix C, item 1 for a copy of an ILP.) ILP progress reports were also in use. (Please see Appendix C, items 2 and 3 for one progress report dated "January 1988" and another dated "April 1988." These two ILP progress reports were done on the same child.)

Title VII project related activity sheets were in use in the classrooms. (Please see Appendix C, Items 4 and 5 for copies of two activity sheets.) Project students were engaged in writing stories in English. (Please see Appendix C, item 6 for one child's story and drawing.)

Students are placed into the project only if the parent(s) approved. (Please see Appendix C, Item 7 for a copy of a card (in two languages) that was routinely sent home to parent(s) to invite them to a Title VII project admissions meeting and obtain their permission for placement. As indicated on the card, of course, the parent(s) could give or withold their permission.)

The evaluator found individual ILP's and progress ILP's as well as Group Learning Plans (GLP's) in use. Placement had been made into the appropriate program option.

Conclusion

This objective was attained.

Objective 1.6.3

Teachers will keep records that show student progress through English language acquisition stages.

Objective 1.6.4

Aides will provide help to LEP Japanese and Korean students.

Since this was the fourth and last year of external federal funding, the evaluator attempted to create a "bridge" from the funded situation, which heavily involved the external evaluator in classroom observations and teacher and aide interviews, to one in which the principals would assume the primary school level responsibility for verifying bilingual program compliance and quality. The thinking was that if the work of the evaluator were to be continued, it would have to be done in large part by the principal.

To assist the four principals in using the evaluator's "student-sampling" procedure, a one-page data gathering form entitled, "Title VII Elementary Principal Observation" was created. (Please see Appendix D.) The evaluator asked the principals to use that form or one they themselves might create. All four principals used the form. They selected Title VII students in different stages of second language acquisition and various grades at their schools and talked to Title VII reading teachers, regular classroom teachers and Title VII aides about the progress of those sampled students.

In addition, as in past years, the evaluator discussed the progress of students he selected with teachers, reading teachers and aides and also reviewed relevant records including student work.

The independent reviews by the evaluator and the principals verified that ILPs (Individual Learning Plans), GLPs (Group Learning Plans), profile cards and student progress reports were in place, in use and up-to-date. Students were placed in the appropriate program option; teachers kept student progress records; and aides helped LEP Japanese and Korean students. (Please see Appendix D, Item 2 for photographes of three Title VII Aides at work with project students.)

Conclusion

These two objectives were attained. Principals employed a sampling procedure often used by project evaluators and could easily continue to use that approach in the future, should they so desire.

Goal 1.A.

Having been given instruction in English using the natural approach and their primary language in a supportive manner, Japanese and Korean LEP students (Groups A, B, C, and D) at Arlington, Hickory, Lincoln, and Victor schools will progress towards reclassification to fluent English proficient (FEP).

Objective 1.A.1

Eight percent of Japanese and Korean LEP students at Arlington, Hickory, Lincoln, and Victor elementary schools (all four schools combined) will be reclassified as FEP by Board-Adopted Criteria. (Expected percentages for each school: Arlington 10%, Hickory 5%, Lincoln 7%, and Victor 10%.)

Integrity of the data set was maintained at the microcomputer spreadsheet level. Using spreadsheet data for all four years, the county statisticians determined the number and percentage of project students who were reclassified in 1987-1988. (Please see Table 5 below.)

TABLE 5

Percentage of Title VII Students Reclassified in 1987-1988

Reclassification Results	School				
	Arlington	Hickory	Lincoln	Victor	Total
Number of Students Reclassified	8	9	5	8	30
Total Number of Students in Program*	45	41	51	58	195
Percentage of Students Reclassified	17.8	22.0	9.8	13.8	15.4

*Includes Groups A, B, C, D only.

At each school the actual percentage reclassified exceeded the expected percentage. At Arlington the expected percentage that would be reclassified was 10%, whereas the actual percentage that was in fact reclassified was 17.8%. At Hickory the expected leval was 5%, the actual 22%. At Lincoln the expected level was 7%, the actual was 9.8%. At Victor the expected level was 10%, the actual was 13.8%. Overall 8% were expected to be reclassified, and 15.4% actually were.

Conclusion

This objective was attained.

Objective 1.A.2

90% of the project students who have been reclassified, have exited from the program and who are enrolled in Torrance Unified district schools will have no difficulties or problems in the new program. (90% expected for each school.)

Responses from two middle schools (grades 6-8) were illustrative. Three former Title VII limited English proficient students who had been reclassified as fluent English proficient went to Casmir Middle School. Four of the six had left the school, but of the two who were still at Casimir, none were having difficulty.

Conclusion

This objective was attained.

Objective 1.A.3

By August 30, 1988, the bilingual resource teacher will provide information showing progress towards reclassification (Groups A, B, C, and D) annually and over the entire life of the project (1984-1988)

Objective 1.A.4

By August 30, 1988 the bilingual resource teacher will provide information showing for each reclassified project student the length of time in the project.

The bilingual resource teacher met with the evaluator to discuss possible data collection procedures and formats. It was decided that student data would be assembled and placed into the "Excel" spreadsheet which has alphabetical headings for columns and numbers for rows. Table 6 below shows the titles and headings under which data were collected for every project child who participated in the Title VII program within the entire four years (1984-1988.) (Please see Appendix E for a copy of the spreadsheet data with student names deleted.)

TABLE 6

Column Heading Showing Categories of Data Collected on All Title VII Project Students (1984-1988)

A. Student Number

B. Last Name

C. First Name

D. Initial

E. Sex

F. Grade

G. Primary Language

H. Waivered

II Group

J. LEP

K. LEP Date

L. FEP Date

M. Left School Date

N. What School

A-Arlington
H.Hickory
L-Lincoln
V-Victor
S.Seaside
W-Walertia
T-Towers

O. Transferred to:

Out Out of District
C--- Casimir
BL- Bert Lynn
J--- Jefferson
H-- Hull
M-- Madrona
NR- No Record
CM- Call Mayor
S--- South High

P. 1985 Reading CTBS Scores

Q. 1985 Language CTBS Scores

R. 1985 Math CTBS Scroes

S. 1986 Reading CTBS Scores

T. 1986 Language CTBS Scores

U. 1986 Math CTBS Scores

V. 1987 Reading CTBS Scores

W. 1987 Language CTBS Scores

X. 1987 Math CTBS Scores

Y. 1988 Reading CTBS Scores

Z. 1988 Language CTB S Scores

AA. 1988 Math CTBS Scores

AB. 12/1986 IOX Scores

AC. 12/1987 IOX Scores

AD. 5/1988 IOX Scores

Additional Code

**** Children Wavered

*NT No Test

NR No Record

Having thus captured and saved the student data just described, it was simple to analyze subsets of data at will. Objective 1.A.4. focused on the reclassified student, so for this objective, the county statisticians created a "file" consisting of only those former LEP students who had been reclassified as FEP sometime during the four years. After isolating the reclassified students, two tables were created. Table 7 shows frequency distribution data while Table 8 shows the average length of time in the project.

Table 7 shows how the 133 reclassified students were distributed among the groups and schools and gives their length of time in years in the project. By definition, Group A students were the first students to enter the project in the fall of 1984. Group B students started in fall of 1985, and so on. From Table 7 we notice that over the life of the project: 43 students were reclassified at Arlington School, 25 were reclassified at Hickory, 20 at Lincoln, and 45 at Victor.

Table 8 provides the additional data on average length of time in the project. For each school it was somewhat different: 2.4 years at Arlington, 2.58 years at Hickory, 3.4 years at Lincoln amd 2.13 years at Victor. (A year (1.0) was the same as a calendar year; i.e., from one September to the next September.)

Conclusion

These two objectives were attained. Information on student progress was gathered and preserved for all students who participated in the Title VII project during the four years (1984-1988) for which federal funds were received. Once the data were placed in an "Excel" spreadsheet and then saved onto a microcomputer "data disk," they were comparatively easy to analyze. (This proved to be a convenient and efficient way to transfer data from the project director's office to the county office.)

TABLE 7
Frequency Distribution Data Showing the Length of Time in Years That Students Were in the Project Before Becoming Reclassified as FEP

YEAR EXITING PROJECT	GROUP	# OF YEARS IN PROJECT	Arlington # of Students	Hickory # of Students	Lincoln # of Students	Victor # of Students	All Schools # of Students
1988	A	4	1	1	5	-	7
	B	3	3	1	-	1	5
	C	2	1	5	-	6	12
	D	1	3	3	1	2	9
	TOTAL		8	10	6	9	33
1987	A	3	2	2	4	1	9
	B	2	2	2	-	-	4
	C	1	2	2	1	5	10
	TOTAL		6	6	5	6	23
1986	A	2	22	8	7	17	54
	B	1	2	1	1	1	5
	TOTAL		24	9	8	18	59
1985	A	1	3	-	1	12	16
	B	1	2	-		-	2
	TOTAL		5	-	1	12	18
TITLE VII PROJECT TOTAL			43	25	20	45	133

TABLE 8
Data Showing the Average Length of Time
in Years That the Students Were in the Project
Before Becoming Reclassified as FEP

		Arlington		Hickory		Lincoln		Victor	
YEAR	Group	N	Ave. Time	N	Ave. Time	N	Ave. Time	N	Ave. Time
1988	A	1	4.79	1	5.75	5	4.65	-	- - -
	B	3	2.75	1	2.67	-	- - -	1	2.00
	C	1	1.75	5	1.92	-	- - -	6	1.88
	D	3	0.75	3	0.67	1	0.58	2	0.75
TOTAL		8		10		6		9	
1987	A	2	3.58	2	3.62	4	4.58	1	2.74
	B	2	1.72	2	2.67	-	- - -	-	- - -
	C	2	1.23	2	1.62	1	0.66	5	1.45
TOTAL		6		6		5		6	
1986	A	22	2.55	8	3.38	7	3.39	17	2.76
	B	2	0.75	1	1.67	1	0.80	1	1.17
TOTAL		24		9		8		18	
1985	A	3	3.44	-	- - -	1	4.00	12	1.88
	B	2	4.33	-	- - -		- - -	-	- - -
TOTAL		5		0		1		12	
PROJECT TOTAL		43	2.4	25	2.58	20	3.4	45	2.13

Goal 2.A.

Japanese and Korean Title VII LEP students who have participated in the program will demonstrate an increase in their self-esteem.

Objective 2.A.1.

By June 1988 the following percentages of LEP Japanese and Korean students (Groups A, B, and C) at Arlington 20%, Hickory 10%, Lincoln 30%, and Victor 10% schools who took the December 1986 IOX pretest will maintain or show improved self-esteem as measured by pre-post IOX self-esteem index comparisons December 1986-May 1988.

Tables 9, 10, 11, and 12 show the number and percentage of Bilingual Students who achieved a "neutral or positive" IOX pretest to posttest gain schor at each of the four schools. A "neutral" gain score was defined as zero; i.e., there was no difference between the pre and posttest scores for that child. A "positive" gain score occured when the child's posttest score was greater than his pretest score.

Table 9 shows that 51.85% of the twenty-seven students at Arlington school achieved a positive or neutral IOX gain score. This is greater than the 20% at Arlington school as called for in the objective. Table 10 shows that 47.06% of the seventeen students at Hickory school achieved a neutral or positive IOX gain score. Again, this is greater than the 10% at Hickory as called for in the objective. Table 11 shows that 45.16% of the 31 students at Lincoln school attained a neutral or positive IOX gain score. This, again, is greater than the 30% at Lincoln as called for in the objective. Table 12 shows that 41.38% of the twenty-nine students at Victor school attained a neutral or positive IOX gain score. This is greater than the 10% at Victor as called for in the objective. For Table 13, data for all four schools were combined. This Table shows that 46.15% of the 104 students in all four schools attained a positive or neutral IOX gain score.

TABLE 9

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Arlington School
From December 1986 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	-	-	-		-
6	-	-	-		-
5	1	-	-		1
4	-	-	-	N	-
3	-	2	1	O	3
2	1	-	2		3
1	1	2	1	D	4
0	-	1	2	A	3
- 1	2	-	1	T	3
- 2	1	1	2	A	4
- 3	1	-	2		3
- 4	-	-	1		1
- 5	1	-	-		1
- 6	-	-	-		-
-7 or less	-	-	1		1
Total	8	6	12		27
% Neutral or Positive	37.50%	83.33%	50.00%		51.85%

TABLE 10

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Hickory School
From December 1986 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	-	-	-		-
6	-	-	-		-
5	-	1	-		1
4	-	-	1		1
3	-	-	1	N	1
2	-	-	1	O	1
1	-	-	-		-
0	1	1	2	D	4
- 1	-	-	1	A	1
- 2	-	-	-	T	-
- 3	-	-	3	A	3
- 4	-	-	3		3
- 5	-	-	1		1
- 6	-	-	-		-
-7 or less	-		1		1
Total	1	2	14		17
% Neutral or Positive	100.00%	100.00%	35.71%		47.06%

TABLE 11

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Lincoln School
From December 1986 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	1	-	-		1
6	-	-	-		-
5	-	-	-		-
4	-	-	-		-
3	1	1	1	N	3
2	-	1	2	O	3
1	4	-	2		6
0	1	-	-	D	1
- 1	-	2	1	A	3
- 2	1	-	4	T	5
- 3	-	-	1	A	1
- 4	-	2	-		2
- 5	-	-	1		1
- 6	-	-	-		-
-7 or less	-	2	3		5
Total	8	8	15		31
% Neutral or Positive	87.50%	25.00%	33.33%		45.16%

TABLE 12

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Victor School
From December 1986 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	-		1	-	1
6	-		1	-	1
5	1		1	-	2
4	-		1	-	1
3	-	N	2	-	2
2	-	O	1	1	2
1	-		2	1	3
0	-	D	-	-	-
- 1	-	A	6	-	6
- 2	-	T	-	1	1
- 3	-	A	3	-	3
- 4	-		-	-	-
- 5	-		3	-	3
- 6	-		1	-	1
-7 or less	-		3	-	3
Total	1		25	3	29
% Neutral or Positive	100.00%		36.00%	66.67%	41.38%

TABLE 13

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At All Four Schools
From December 1986 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	1	-	1	-	2
6	-	-	1	-	1
5	2	1	1	-	4
4	-	2	2	-	4
3	1	1	5	-	7
2	1	3	6	1	11
1	5	1	5	1	12
0	2	1	4	-	7
- 1	2	3	9	-	14
- 2	2	-	6	1	9
- 3	1	-	9	-	10
- 4	-	2	4	-	6
- 5	1	-	5	-	6
- 6	-	-	1	-	1
-7 or less	-	2	8	-	10
Total	18	16	67	3	104
% Neutral or Positive	80.00%	56.25%	37.31%	66.67%	46.15%

Conclusion

This objective was easily attained at each of the four schools. The pre-selected "target percentage" of students who would attain a neutral or positive gain score was surpassed at each school.

Addendum

Table 14 shows the pre to posttest mean gains and associated statistical significance levels for those mean gain comparisons. For the total group of 104 students, the pretest mean (December 1986) was 13.85 and the posttest mean (May 1988) was 12.84. Thus, there was an "apparent" decline of 1.01; i.e., the gain score appeared to be negative (-1.01.) The "p" value of 0.01 indicates that this difference is "statistically significant." This means that the "apparent" decline of 1.01 would be found by chance only once in 100 ($p = .01$) equivalent comparsions; i.e., the "apparent" decline was probably "real."

TABLE 14
1988 Distribution Showing IOX Pretest
To Posttest Gain Scores

School	Group	# of Students	Dec. 86	May-88	Gain Score	T Value	P Value
Arlington	A	8	12.75	12.25	-0.50	-0.45	0.66
	B	6	13.00	14.00	1.00	1.29	0.25
	C	13	14.15	13.08	-1.07	-1.38	0.19
	Total	27	13.48	13.04	-0.44	-0.84	0.41
Hickory	A	1	11.00	11.00	0.00	-	-
	B	2	14.00	16.50	2.50	-	-
	C	14	15.00	12.93	-2.07	-2.02	0.06
	Total	17	14.65	13.24	-1.41	-1.50	0.15
Lincoln	A	8	15.00	16.50	1.50	1.62	0.15
	B	8	13.88	11.38	-2.50	-1.78	0.12
	C	15	15.87	13.67	-2.20	-2.20	0.05
	Total	31	15.13	13.81	-1.32	-1.89	0.07
Victor	A	1	8.00	13.00	5.00	-	-
	B	-	-	-	-	-	-
	C	25	12.72	11.68	-1.04	-1.15	0.26
	D	3	9.00	8.33	-0.67	-0.56	0.63
	Total	29	12.17	11.38	-0.79	-0.98	0.34
	Grand Total	104	13.85	12.84	-1.01	-2.78	0.01

The decline in mean scores from pre to posttesting may be somewhat disappointing, but it should be noted that mean scores can be strongly affected by a few extreme scores. In addition, a decline was not unexpected. The evaluator warned of this possibility in the "Second Title VII Evaluation Report." He based his warning on his experience of more than fifteen years during which he had seen more pre to posttest mean declines than gains in self-esteem scores. Most of those posttests had been taken toward the end of the school year, in May or June. It may have been that those students were simply tired of school and looking forward to the summer vacation.

In this case, there are additional facts that must be considered beyond the possible "school grinds on" explanation. First, it must be noted that the IOX instrument that the Title VII students completed as both the pretest and posttest did not focus exclusively on "school" experiences. In fact, of the twenty items on the inventory only four (20%) were related to the students' experiences at school. Seven items were "general," six were on "peer" experiences, and three were related to "family." Given that a decline probably took place, it is not known whether it took place within the four "school" subset of items, or within the sixteen remaining items. The odds are obviously four to one that it took place within the remaining items.

Second, during the year and five months between the December 1986 pretest and the May 1988 posttest, a number of LEP students did well enough on the CTBS and other assessments to be reclassified as FEP. These reclassified students did take the IOX pretest but did not take the IOX posttest. Since there was not both a pretest score and a posttest score for these "succeeding" students, their pretest scores were correctly excluded from the comparisons called for in this objective. So, those students who succeeded at the highest possible level in new language acquisition were the same ones whose possible gain in self-esteem was not measured or considered. Posttest self-esteem scores might be somewhat lower because scores from these succeeding students were not included.

Objective 2.A.2.

By June 1988 the following percentages of LEP Japanese and Korean students (Group D) at Arlington 10%, Hickory 5%, Lincoln 30%, and Victor 10%, schools who took the December 1987 IOX pretest will maintain or show improved self-esteem as measured by a pre-post IOX self-esteem index comparison December 1987-May 1988.

Tables 15, 16, 17, and 18 show the number and percentage of Bilingual Students who achieved a "neutral or positive" IOX pretest to posttest gain score at each of the four schools. As on the previous objective, a "neutral" gain score was defined as zero; i.e., there was no difference between the pre and posttest scores for that child and a "positive" gain score occured when the child's posttest score was greater than his pretest score.

Table 15 shows that 48.78% of the forty-one students at Arlington school achieved a positive or neutral IOX gain score. This is greater than the 10% at Arlington school as called for in the objective. Table 16 shows that 66.67% of the thirty students at Hickory school achieved a neutral or positive IOX gain score. Again, this is greater than the 5% at Hickory as called for in the objective. Table 17 shows that 65.9% of the forty-four students at Lincoln school attained a neutral or positive IOX gain score. Again, this is greater than the 30% at Lincoln as called for in the objective. Table 18 shows that 50.98% of the fifty-one students at Victor school attained a neutral or positive IOX gain score. This is greater than the 10% at Victor as called for in the objective. For Table 19, data for all four schools were combined. This table shows that 57.23% of the 166 students in all four schools attained a positive or neutral IOX gain score.

TABLE 15

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Arlington School
From December 1987 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	-	-	-	1	1
6	-	-	-	-	-
5	-	-	-	-	-
4	-	-	-	-	-
3	1	1	-	2	4
2	-	2	-	3	5
1	1	-	2	2	5
0	2	1	1	1	5
- 1	2	-	2	2	6
- 2	1	2	4	-	7
- 3	-	-	2	1	3
- 4	-	-	1	-	1
- 5	1	-	2	-	3
- 6	-	-	1	-	1
-7 or less	-	-	-	-	-
Total	8	6	15	12	41
% Neutral or Positive	50.00%	66.67%	20.00%	75.00%	48.78%

TABLE 16

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Hickory School
From December 1987 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	-	-	-	-	-
6	-	-	-	-	-
5	-	-	-	2	2
4	-	-	-	-	-
3	1	-	1	1	3
2	-	-	1	4	5
1	1	-	3	1	5
0	-	1	2	2	5
- 1	-	-	3	1	4
- 2	-	-	-	2	2
- 3	-	-	1	1	2
- 4	-	-	-	-	-
- 5	-	-	2	-	2
- 6	-	-	-	-	-
-7 or less	-	-	-	-	-
Total	2	1	13	14	30
% Neutral or Positive	100.00%	100.00%	53.85%	71.43%	66.67%

TABLE 17

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Lincoln School
From December 1987 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	2	1	-	-	3
6	-	-	-	-	-
5	-	2	-	1	3
4	-	1	-	1	2
3	1	-	2	-	3
2	1	1	2	1	5
1	2	2	3	3	10
0	-	-	3	-	3
- 1	1	-	4	-	5
- 2	2	1	1	-	4
- 3	-	-	-	-	-
- 4	-	-	1	-	1
- 5	-	-	-	1	1
- 6	-	-	1	-	1
-7 or less	-	2	-	1	3
Total	9	10	17	8	44
% Neutral or Positive	66.67%	70.00%	58.82%	75.00%	65.91%

TABLE 18

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At Victor School
From December 1987 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	-	-	-	2	2
6	-	-	2	-	2
5	-	-	2	1	3
4	-	-	-	1	1
3	-	-	-	3	3
2	-	-	1	3	4
1	-	1	4	1	6
0	-	-	3	2	5
- 1	1	-	2	5	8
- 2	-	-	2	2	4
- 3	-	-	7	1	8
- 4	-	-	1	3	4
- 5	-	-	-	-	-
- 6	-	-	-	-	-
-7 or less	-	-	1	-	1
Total	1	1	25	24	51
% Neutral or Positive	0.00%	100.00%	48.00%	54.17%	50.98%

TABLE 19

Number & Percentage of Bilingual Students who Achieved
a Neutral or Positive IOX Pretest to Posttest Gain Score
At All Four Schools
From December 1987 to May 1988

Gain Score	Group A # Students	Group B # Students	Group C # Students	Group D # Students	Total # Students
7 or more	2	1	-	3	6
6	-	-	2	-	2
5	-	2	2	4	8
4	-	1	-	2	3
3	3	1	3	6	13
2	1	3	4	11	19
1	4	3	12	7	26
0	2	2	9	5	18
- 1	4	-	11	8	23
- 2	3	3	7	4	17
- 3	-	-	10	3	13
- 4	-	-	3	3	6
- 5	1	-	4	1	6
- 6	-	-	2	-	2
-7 or less	-	2	1	1	4
Total	20	18	70	58	166
% Neutral or Positive	60.00%	72.22%	45.71%	65.52%	57.23%

Conclusion

This objective was easily attained at each of the four schools. The pres-selected "target percentage" of students who would attain a neutral or positive gain score was surpassed at each school.

Addendum

Table 20 shows the pre to posttest mean gains and associated statistical significance levels for those mean gain comparisons. For the total group of 166 students, the pretest mean (December 1987) was 12.61 and the posttest mean (May 1988) was 12.82. Thus, there was an "apparent" increase of 0.21; i.e., the gain score appeared to be positive (+0.21.) The "p value" of 0.38 indicates that this difference is not "satistically significant." This means that the mean scores were flat; there was no gain or loss from December 1987 to May 1988.

TABLE 20
1988 Distribution Showing IOX Pretest
To Posttest Gain Scores

School	Group	# of Students	Dec. 87	May-88	Gain Score	T Value	P Value
Arlington	A	8	12.88	12.25	-0.63	-0.76	0.47
	B	6	13.50	14.00	0.50	0.57	0.60
	C	15	15.33	13.07	-2.26	-4.14	0.01
	D	12	12.83	14.25	1.42	1.79	0.10
	Total	41	13.85	13.39	-0.46	-1.08	0.29
Hickory	A	2	10.00	12.00	2.00	-	-
	B	1	14.00	14.00	0.00	-	-
	C	13	12.85	12.23	-0.62	-0.90	0.39
	D	14	12.36	13.36	1.00	1.51	0.16
	Total	30	12.47	12.80	0.33	0.74	0.47
Lincoln	A	9	14.00	16.00	2.00	1.56	0.16
	B	10	10.50	11.30	0.80	0.47	0.65
	C	17	13.47	13.29	-0.18	-0.31	0.76
	D	8	11.38	13.38	2.00	1.58	0.16
	Total	44	12.52	13.41	0.89	1.57	0.12
Victor	A	1	14.00	13.00	-1.00	-	-
	B	1	11.00	12.00	1.00	-	-
	C	25	12.28	11.88	-0.40	-0.60	0.55
	D	24	11.21	11.83	0.62	0.95	0.35
	Total	51	11.78	11.89	0.11	0.22	0.83
	Grand Total	166	12.61	12.82	0.21	0.89	0.38

The same two limitations listed for the previous objective (Objective 2.A.1.) also apply here. First, the IOX instrument that the Title VII students completed as both the pretest and posttest did not focus exclusively on "school" experiences. Second, scores of reclassified students (who may have experienced a gain is self-esteem) were excluded from the analysis.

Both of these limitations apply to this objective as well. However, since only five months separated the pre from the posttest, fewer students would probably have been reclassified.

B. Parent Education Component

Goal 4.0

Parents of Japanese and Korean LEP students at Arlington, Hickory, Lincoln, and Victor elementary schools will be encouraged to be involved in school activities and parent education.

Objective 4.1

By June 1988, 87% of Japanese and Korean parents of project particlpants responsing to a questionnaire will demonstrate awareness of school activities directed towards parent education. (Expected percentages for each school: Arlington 90%, Hickory 90%, Lincoln 90%, and Victor 80%.)

As she did last year, the Bilingual Project Director/Resource Teacher sent a questionnaire home to the parents of Japanese and Korean project partricipants. That one-page instrument was entitled "Title VII School Activities Awareness Parent Questionnaire." After receiving the completed questionnaires, the project director tallied the responses to each of the seven school activities and included a breakdown by parent language; i.e., Japanese or Korean. (Her tabulation for each of the four project schools are shown in Appendix F, items 1-4.) Based on her data, Table 21 below shows the percentage of parents answering "Yes" to the question, "Were you informed of school activities during the school year?" Percentages of parents answering "Yes" are shown for each school activity at each of the four project schools. Further, results were totaled by school for all seven school activities about which the level of parent awareness was determined.

As shown in Table 21, two of the four schools just barely did attain the objective, while the other two schools just missed attaining the objective. At Lincoln the expected level was 90% and the actual level attained was just slightly above that at 91.1%. Similarly, at Victor the expected level was 80% and the actually attained level was just a little above that at 81.0%. So Lincoln and Victor schools just barely did attain the objective. The expected percentage at Arlington was 90%, but the actual percentage attained fell just slightly short at 87.7%. The expected percentage at Hickory was also 90%, but the actually attained percentage was 88.3%. Overall, 779 out of 904 (86.17%) parents answered "Yes" to the question. This was about as close as anyone could come to the expected level of 87% (as called for in the objective) without attaining it.

TABLE 21

Responses by Parents of Project Students to the Question, "Were You Informed of School Activities During the School Year?"

School Activities	School															
	Arlington				Hickory				Lincoln				Victor			
	Frequency Answering "Yes"	"No"	Total	% Yes	Frequency Answering "Yes"	"No"	Total	% Yes	Frequency Answering "Yes"	"No"	Total	% Yes	Frequency Answering "Yes"	"No"	Total	% Yes
Back to School Night	27	3	30	90.0%	18	5	23	78.3%	25	5	30	83.3%	39	8	47	83.0%
Open House	29	1	30	96.7%	24	0	24	100.0%	29	1	30	96.7%	44	4	48	91.7%
PTA Program	27	3	30	90.0%	23	1	24	95.8%	28	2	30	93.3%	38	10	48	79.2%
Bilingual Advisory Committee Meetings	28	3	31	90.3%	22	1	23	95.7%	29	1	30	96.7%	28	16	44	63.6%
Special School Activities	26	4	30	86.7%	23	0	23	100.0%	29	1	30	96.7%	40	6	46	87.0%
Class Activities	27	3	30	90.0%	21	2	23	91.3%	27	2	29	93.1%	42	5	47	89.4%
Parent Education Program	21	9	30	70.0%	13	10	23	56.5%	18	6	24	75.0%	34	13	47	72.3%
Total	**185**	**26**	**211**	**87.7%***	**144**	**19**	**163**	**88.3%***	**185**	**18**	**203**	**91.1%**	**265**	**62**	**327**	**81.0%**

*Just below the 90% expectancy level called for in the objective.

Conclusion

Technically, this objective must be said to have been unattained. At two schools, and for all four schools combined, the attained levels were just slightly below the levels stated in the objective. On a practical level, however all five actually attained levels were within one to three percentage points of what was expected. This is about as close as is possible to estimate a year in advance.

C. Staff Development Component

Goal 5.A.

As a result of being involved in the project, project personnel at Arlington, Hickory, Lincoln, and Victor schools will be more knowledgeable about Japanese and Korean students' cultures and language needs.

Objective 5.A.1

By June 1988, 80% of responding project teachers and principals at Arlington, Hickory, Lincoln, and Victor schools will indicate by a questionnaire that an increase has taken place in their knowledge about Japanese and Korean students' cultures and language needs.

The Title VII project director worked with the evaluator to create the questionnaire called for in this objective. (Please see Appendix G.) Item number one on the questionnaire was as follows.

1. Over the last four years my level of knowledge of Japanese and Korean students' cultures and language needs has increased:

   None____ A little____ Quite a bit____ A great deal____

In all, fifty-eight teachers at the four project schools completed the questionnaire. Results are shown below in Table 22.

TABLE 22
Reported Increase in Teachers' Knowledge
of Japanese and Korean Students'
Cultures and Language Needs

School	NONE n	NONE %	A LITTLE n	A LITTLE %	QUITE A BIT n	QUITE A BIT %	A GREAT DEAL n	A GREAT DEAL %	TOTAL
Arlington	0	0.0%	3	18.8%	9	56.3%	4	25.0%	16
Hickory	0	0.0%	1	7.7%	5	38.5%	7	53.8%	13
Lincoln	0	0.0%	3	23.1%	4	30.8%	6	46.2%	13
Victor	0	0.0%	5	31.3%	5	31.3%	6	37.5%	16
Total	0	0.0%	12	20.7%	23	39.7%	23	39.7%	58

After their schools had been involved in the Title VII project for four years, more than eighty percent (80.4%) of the teachers described their increase in knowledge of Japanese and Korean students' cultures and language needs as "quite a bit" or "a great deal". Only about Twenty-one percent (20.7%) of the teachers responded "a little," and no one (0.0%) responded "none".

Conclusion

All (100%) of the fifty-eight teachers responded "a little" (20.7%), "quite a bit" (39.7%), or "a great deal" (39.7%) when describing their increase in knowledge. Since the objective called for only eighty percent (80%) to do so; this objective was attained.

Addendum

One indicator of teacher interest in LEP Japanese and Korean students' cultures and language needs would be whether or not the teachers voluntarily did something to increase their knowledge in these areas during their "free time." Item number five on the questionnaire was designed to gather this information. It read as follows.

5. Have you spent some of your "free time" (beyond Title VII inservice) doing things which contributed to your knowledge of Japanese and Korean students' cultures and language needs? (Did you make trips, attend exhibitions, concerts, language classes or restaurants?)

In all four schools 72% (39 of 54) of the teachers answered "Yes." At Arlington school 69% (9 of 13), at Hickory 77% (10 of 13), at Lincoln 75% (9 of 12) and at Victor 69% (11 of 16) answered "Yes." (Please see Appendix G.)

Conclusion

As a result of the Title VII project a large percentage of teachers became motivated to learn more about the children's cultures and language needs.

Goal 6.A.

The instructional staff will be appropriately trained in the use of the natural approach.

Objective 6.A.1.

By September 1988, 100% of the participating instructional staff will have been trained in the natural approach.

Two main forms of training in the natural approach were provided. The first involved five or more full days. The second involved one or more "minimum days." In the four project schools and over the four years of the project, eighty one (81) teachers and eleven (11) Title VII aides attended the extensive, five day inservice, and eleven (11) teachers and seventeen (17) Title VII aides attended the minimum day(s) inservice. Five parents also attended either the five day or the minimum day inservice.

In addition, an impressive number of teachers, aides and administrators from the entire district, which of course included non Title VII schools, attended one or the other form of inservice. In all, seventeen (17) teachers, thirteen (13) aides and fifteen (15) administrators did so.

Conclusion

This objective was attained.

SECTIONS 4 AND 5

Possible Program Evaluation Plan Revision and Possible Program Modification

Goal 7.A.

Each project school principal will devise plans for serving bilingual students after the Title VII funding ends.

Objective 7.A.I.

By June 1988 each principal will respond in writing to the evaluator's question; "What are your plans for serving Japanese and Korean speaking LEP students starting in 1988-1989, when external Title VII funding will have ended?"

All four principals responded to the question. Their responses were as follows.

Arlington School

- We plan to use funds from S.I.P. (School Improvement Program) for conferences and continued purchases of bilingual materials for our students and staff.
- Monies from Chapter 2 will be earmarked for software that is appropriate for bilingual and regular students in the core curriculum areas.
- Parent volunteers will be utilized again to help our students.
- If E.I.A. (Economic Impact Aid) funds are available, teachers will be able to attend conferences, purchase materials and funds will be set aside to pay for bilingual aides.
- We plan to continue our pen/pal correspondence with our pen/pal school in Kashiwa, Japan.

- Contributions from J.B.A. (Japanese Business Association) will be used to supplement expenses for necessary purchases.

Hickory School

- One of the greatest benefits of our Title VII Program has been Staff Development. Teachers have been trained in the Natural Approach to Language acquisition and are familiar with Korean and Japanese cultures. Although we will miss small group instruction provided by Title VII Instructional Assistants, teachers now have the information and skills to continue many aspects of the program.

Lincoln School

- Korean and Japanese children will continue to receive English as a Second Language instruction under our Economic Impact/ESL program. All classroom teachers have received training in providing students with appropriate language development experiences, and multicultural activities designed to heighten student awareness of self-esteem.

Victor School

- The administrator of the school will continue to encourage and expand the use of parents in the school community to translate for conferences and for materials going home.

- The reading/ESL teacher will continue to provide services to these students who are LEP.

- The PTA will be encouraged to purchase Japanese and Korean primary language books for the PTA school library.

- The administrator will continue to encourage teacher inservice related to the instruction of these students.

- The administrator and teachers will continue to encourage multi-cultural activities which promote cultural plurality.

Conclusion

Since each of the four Title VII project principals did answer the question, this objective was attained. Plans were made at the school site to continue to provide assistance to LEP Japanese and Korean students even though external funding would be ending.

APPENDIX A
Photographs of Title VII Project Staff, Spring 1988
Item 1
Arlington Elementary School

(Left to right) Lillian Coopersmith (Reading Resource/ESL Teacher); Hea R. Kim, Carolyn Yoda, Nancy Matsushima (Bilingual Aides); Mike Brajevich (Principal)

Not shown: Principals -- Dick Brown. 1984-85
Cyma Early, 1985-86
Reading/ESL Teacher -- Nina Surowski, 1984-87
Bilingual Aides -- Lily Nakatani, 1984-85

APPENDIX A
Photographs of Title VII Project Staff, Spring 1988
Item 2
Hickory Elementary School

(Left to right) Keum Kim (Bilingual Aide); Nina Surowski (Retired Arlington Reading/ESL Teacher); Ann Matthews Pfund (Reading/ESL Teacher; Nancy Raiche (Principal)

Not shown: Principal -- George Chalekson, 1984-85
Reading/ESL Teachr -- Mary Joslin
Bilingual Aides -- Shigeko Murata, 1985-87
Nobue Iseri, 1987

Appendix A
Photographs of Title VII Project Staff, Spring 1988
Item 3
Lincoln Elementry School

(Left to right) Mary Kashiwabara (Bilingual Aide); Dr. Dan Kelly (Principal); Linda Dowlan (Reading/ESL Teacher); Hisayo Ogata (Bilingual Aide)

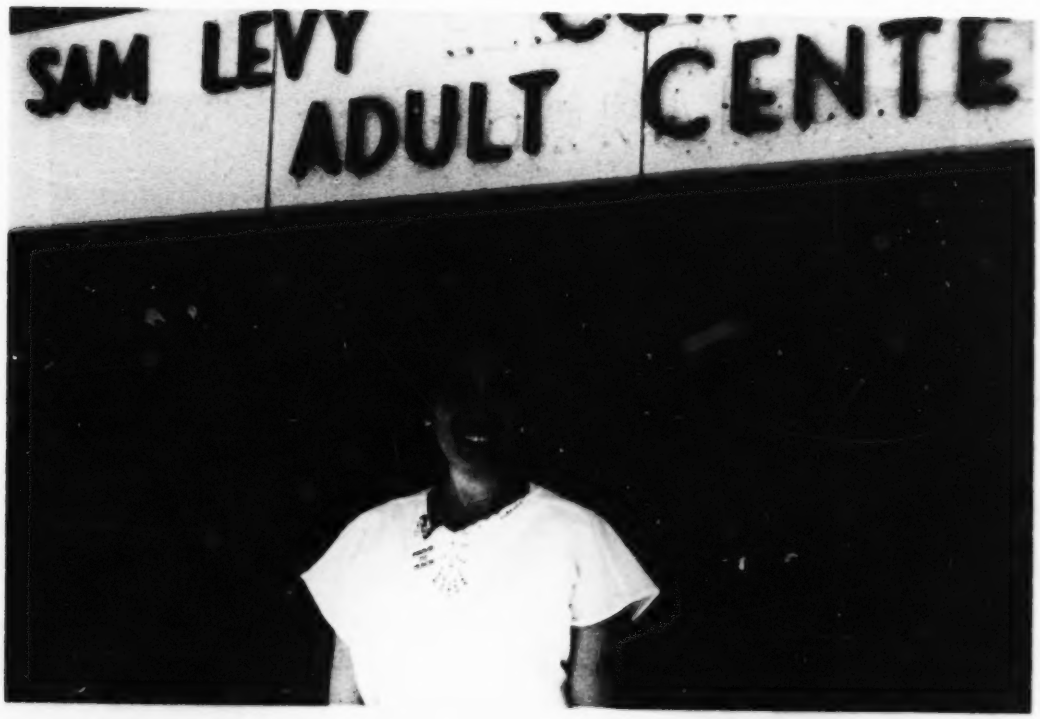
Not shown: Reading/ESL Teacher -- Barbara Cutler, 1984-87
Bilingual Aides -- Kikuko Nishi, 1984-85
Hiroko Yamamoto, 1985-87

Appendix A
Photographs of Title VII Project Staff, Spring 1988
Item 4
Victor Elementary School

(Left to right) Jin Song (Bilingual Aide); Steve Shearer (Principal); Linda Gresik (Reading/ESL LTeacher)

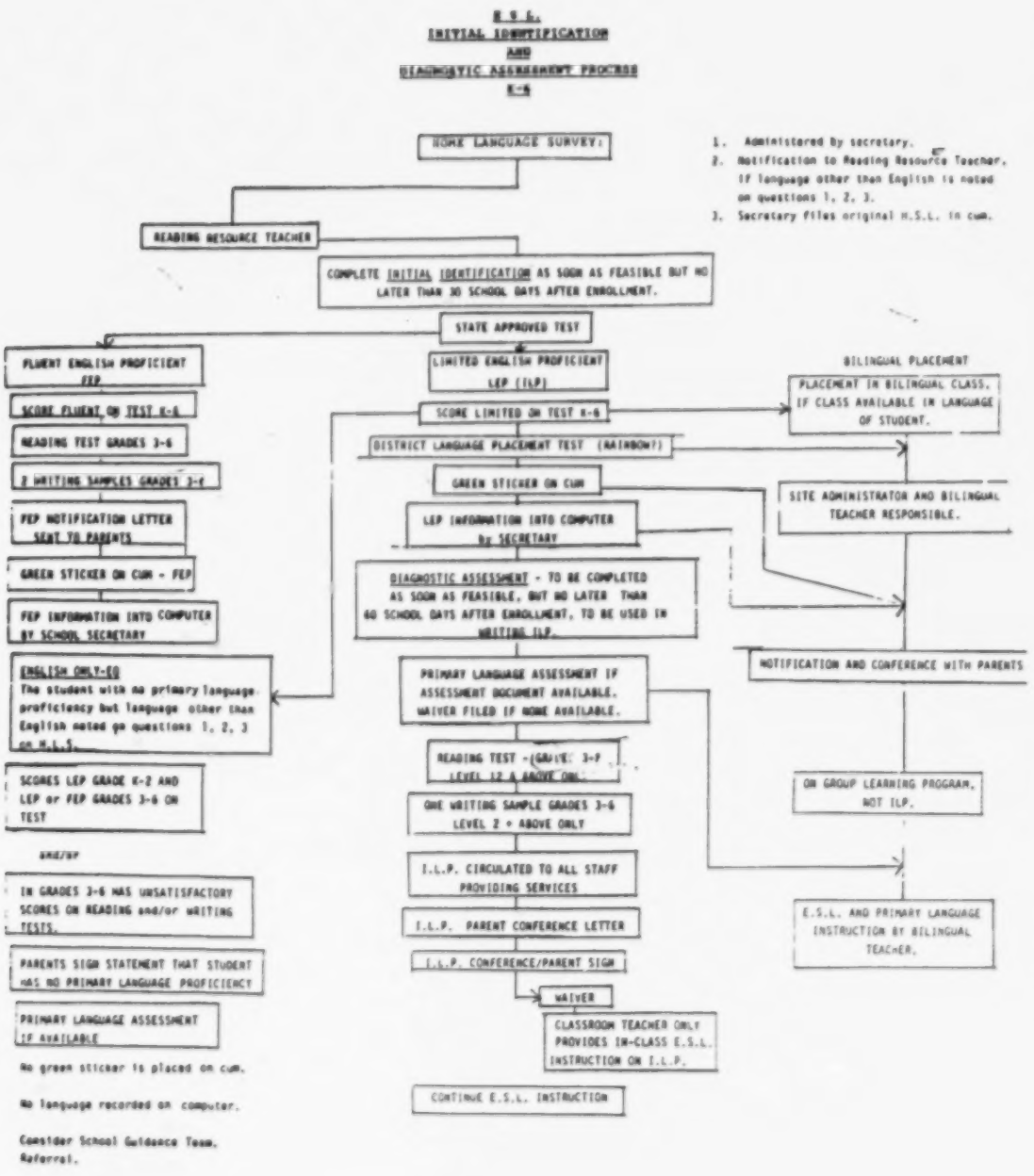
Not shown: Reading/ESL Teachers -- Ethel Davis, 1984-86
Ann Matthews, 1984-85
Marilyn Buck, 1985-87
Bilingual Aide -- Miyeko Lewis, 1984-88

Appendix A
Photographs of Title VII Project Staff, Spring 1988
Item 5
Project Director, 1984-1988



Kikuko Nishi, Project Director 1984-1988

Appendix B
Student Identification Process
Item 1
District's Flowchart


H S L
INITIAL IDENTIFICATION
AND
DIAGNOSTIC ASSESSMENT PROCESS
K-6
HOME LANGUAGE SURVEY:
1. Administered by secretary.
2. Notification to Reading Resource Teacher, if language other than English is noted on questions 1, 2, 3.
3. Secretary files original H.S.L. in cum.
READING RESOURCE TEACHER
COMPLETE INITIAL IDENTIFICATION AS SOON AS FEASIBLE BUT NO LATER THAN 30 SCHOOL DAYS AFTER ENROLLMENT.
STATE APPROVED TEST
FLUENT ENGLISH PROFICIENT FEP
SCORE FLUENT ON TEST K-6
READING TEST GRADES 3-6
2 WRITING SAMPLES GRADES 3-6
FEP NOTIFICATION LETTER SENT TO PARENTS
GREEN STICKER ON CUM - FEP
FEP INFORMATION INTO COMPUTER BY SCHOOL SECRETARY
ENGLISH ONLY-EO
The student with no primary language proficiency but language other than English noted on questions 1, 2, 3 on H.L.S.
SCORES LEP GRADE K-2 AND LEP or FEP GRADES 3-6 ON TEST
and/or
IN GRADES 3-6 HAS UNSATISFACTORY SCORES ON READING and/or WRITING TESTS.
PARENTS SIGN STATEMENT THAT STUDENT HAS NO PRIMARY LANGUAGE PROFICIENCY
PRIMARY LANGUAGE ASSESSMENT IF AVAILABLE
No green sticker is placed on cum.
No language recorded on computer.
Consider School Guidance Team, Referral.
LIMITED ENGLISH PROFICIENT LEP (ILP)
SCORE LIMITED ON TEST K-6
DISTRICT LANGUAGE PLACEMENT TEST (RAINBOW?)
GREEN STICKER ON CUM
LEP INFORMATION INTO COMPUTER by SECRETARY
DIAGNOSTIC ASSESSMENT - TO BE COMPLETED AS SOON AS FEASIBLE, BUT NO LATER THAN 60 SCHOOL DAYS AFTER ENROLLMENT, TO BE USED IN WRITING ILP.
PRIMARY LANGUAGE ASSESSMENT IF ASSESSMENT DOCUMENT AVAILABLE. WAIVER FILED IF NONE AVAILABLE.
READING TEST - (GRADE 3-6 LEVEL 12 & ABOVE ONLY)
ONE WRITING SAMPLE GRADES 3-6 LEVEL 2 + ABOVE ONLY
I.L.P. CIRCULATED TO ALL STAFF PROVIDING SERVICES
I.L.P. PARENT CONFERENCE LETTER
I.L.P. CONFERENCE/PARENT SIGN
WAIVER
CLASSROOM TEACHER ONLY PROVIDES IN-CLASS E.S.L. INSTRUCTION ON I.L.P.
CONTINUE E.S.L. INSTRUCTION
BILINGUAL PLACEMENT
PLACEMENT IN BILINGUAL CLASS, IF CLASS AVAILABLE IN LANGUAGE OF STUDENT.
SITE ADMINISTRATOR AND BILINGUAL TEACHER RESPONSIBLE.
NOTIFICATION AND CONFERENCE WITH PARENTS
ON GROUP LEARNING PROGRAM, NOT ILP.
E.S.L. AND PRIMARY LANGUAGE INSTRUCTION BY BILINGUAL TEACHER.

Appendix B
Student Identification Process
Item 2
District's English Reading Test

TORRANCE UNIFIED SCHOOL DISTRICT

Educational Services Division

MEMO TO: ESL Teachers

FROM: Norma Willson, Curriculum Consultant

DATE: January 7, 1988

SUBJECT: District English Reading Test for LEP/FEP Identification

- -

The district reading test designed to replace the San Diego Placement Test is now written, field-tested, normed, and duplicated in six different forms - Set 1, 2, 3, 4, 5 and 6. Set 1 and 2 were the initial tests; from these two sets, questions were drawn to form the other four sets so that the following scores can be applied equitably to each test. The teachers who field tested Set 1 and 2 have suggested these cutoffs:

FEP Designation:

Grade 3 student - 7 correct
Grade 4 student - 8 correct
Grade 5 student - 9 correct
Grade 6 student -10 correct
Grade 7 student -11 correct
Grade 8 student -12 correct
Grade 9-12 student - 13-15 correct (Test time 7-10 minutes)

LEP Designation -

Middle School: Level I - 0-6 correct
Level II - 5-8 correct
Level III - 7-10 correct

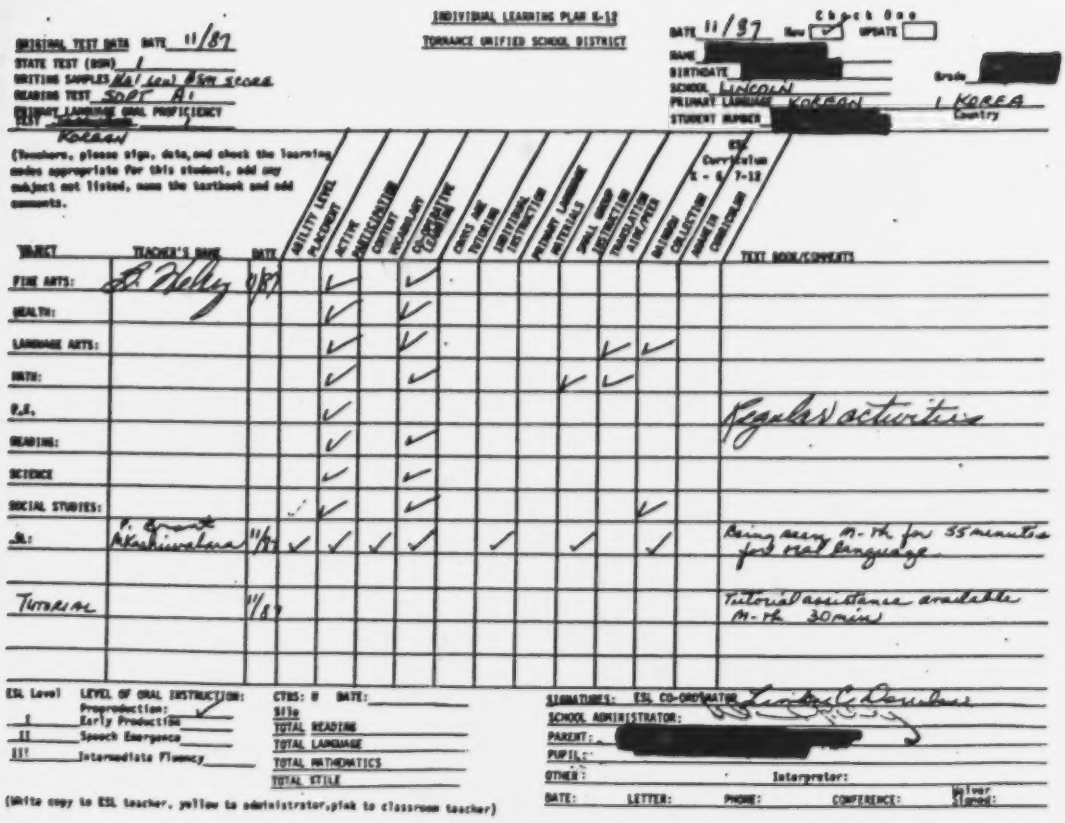
Test time - 15 minutes

High School: Level I - 0- 8 correct)
Level II- 7-13 correct) Test time - 15 minutes
Level III- 12-15 correct - Test time, 10 minutes

Try these out and see if they give us adequate indications for program placement. We will meet by the end of the year to monitor the validity of these scores.

APPROVED _____
Gail Wickstrom, Assistant Superintendent

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 1
One Student's ILP (Individual Learning Plan)



INDIVIDUAL LEARNING PLAN K-12
TORRANCE UNIFIED SCHOOL DISTRICT

ORIGINAL TEST DATA DATE 11/87
STATE TEST (DOM) 1
WRITING SAMPLES Rel level ESOL scores
READING TEST SORT A1
PRIMARY LANGUAGE ORAL PROFICIENCY TEST [redacted]
Korean

DATE 11/87 Check One New ☑ UPDATE ☐
NAME [redacted]
BIRTHDATE [redacted] Grade [redacted]
SCHOOL LINCOLN
PRIMARY LANGUAGE KOREAN I KOREA Country
STUDENT NUMBER [redacted]

(Teachers, please sign, date, and check the learning modes appropriate for this student, add any subject not listed, name the textbook and add comments.

SUBJECT	TEACHER'S NAME	DATE	ABILITY LEVEL PLACEMENT	ACTIVE PARTICIPATION	CONTENT VOCABULARY	COGNITIVE CONCEPTS	CHART AND TUTORIAL	INDIVIDUAL INSTRUCTION	PRIMARY LANGUAGE MATERIALS	SMALL GROUP INSTRUCTION	TRANSLATION AVAILABLE	ASSIGNED COLLECTION	MASTERY CRITERION	ESL Curriculum K - 6 / 7-12	TEXT BOOK/COMMENTS
FINE ARTS:	S. Kelley	0/87		✓		✓									
HEALTH:				✓		✓									
LANGUAGE ARTS:				✓		✓					✓	✓			
MATH:				✓		✓				✓	✓				
P.E.				✓											Regular activities
READING:				✓		✓									
SCIENCE				✓		✓									
SOCIAL STUDIES:				✓		✓						✓			
M:	K. Grant Akashiwalana	11/87	✓	✓	✓	✓		✓		✓		✓			Being away M-Th for 35 minutes for not Language
Tutorial		11/87													Tutorial assistance available M-Th 30 min

ESL Level
I
II
III

LEVEL OF ORAL INSTRUCTION:
Preproduction: ✓
Early Productive
Speech Emergence
Intermediate Fluency

CTBS: F DATE:
Site
TOTAL READING
TOTAL LANGUAGE
TOTAL MATHEMATICS
TOTAL CTBS

SIGNATURES: ESL CO-ORDINATOR [signature]
SCHOOL ADMINISTRATOR:
PARENT: [redacted]
PUPIL:
OTHER: Interpretor:
DATE: LETTER: PHONE: CONFERENCE: Waiver Signed:

(White copy to ESL teacher, yellow to administrator, pink to classroom teacher)

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 2
One Student's January ILP Progress Report

NAME [redacted] DATE 1/88

1. LEVEL OF ENGLISH SPEAKING SKILLS
   a. Non-English speaking (Preproduction) ( )
   b. Understands directions, Uses one word responses (Early Production) (X)
   c. Limited use of simple sentences, expanding vocabulary (Speech Emergence) ( )
   d. Speaks in complete sentences and can connect thoughts (Intermediate Fluency) ( )
   e. Fluent English speaking. ( )

2. LISTENING SKILLS
   a. Listens to instructions only. (X)
   b. Listens and attempts to follow directions. ( )
   c. Listens, participates in and understands classroom discussions. ( )

3. ORAL LANGUAGE
   a. Speaks only in native language. (X)
   b. Uses one word responses. ( )
   c. Uses simple phrases. ( )
   d. Uses sentences (but lacking in vocabulary) ( )
   e. Fluent English speaking. ( )

4. WRITTEN LANGUAGE
   a. Not yet writing. (X)
   b. Writes YES and NO answers. ( )
   c. Writes one or two word answers. ( )
   d. Tries to write sentences. ( )
   e. Writes complete sentences. ( )
   f. Reads and writes answers to questions. ( )

5. IS RECEIVING HELP IN SUBJECTS CHECKED (See ILP)

a. Reading	( )	d. Science	( )
b. Spelling	( )	e. Language	(X)
c. Social Studies	( )	f. Math	( )

COMMENTS:

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 3
Same Student's April ILP Progress Report

LINCOLN ELEMENTARY SCHOOL — QUARTERS - 1st ( )
2nd ( )
3rd (X)
4th ( )

ESL PROGRESS REPORT

NAME [redacted] DATE APRIL 1988

1. LEVEL OF ENGLISH SPEAKING SKILLS

a. Non-English speaking (Preproduction) ( )
b. Understands directions, Uses one word responses (Early Production) X
c. Limited use of simple sentences, expanding vocabulary (Speech Emergence) ( )
d. Speaks in complete sentences and can connect thoughts (Intermediate Fluency) ( )
e. Fluent English speaking. ( )

2. LISTENING SKILLS

a. Listens to instructions only. ( )
b. Listens and attempts to follow directions. X
C. Listens, participates in and understands classroom discussions. ( )

3. ORAL LANGUAGE

a. Speaks only in native language. X
b. Uses one word responses. ( )
c. Uses simple phrases. ( )
d. Uses sentences (but lacking in vocabulary) ( )
e. Fluent English speaking. ( )

4. WRITTEN LANGUAGE

a. Not yet writing. X
b. Writes YES and NO answers. ( )
c. Writes one or two word answers. ( )
d. Tries to write sentences. ( )
e. Writes complete sentences. ( )
f. Reads and writes answers to questions. ( )

5. IS RECEIVING HELP IN SUBJECTS CHECKED (See ILP)

a. Reading ( ) d. Science ( )
b. Spelling ( ) e. Language (X)
c. Social Studies ( ) f. Math ( )

COMMENTS:

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 4
One Title VII Activity Sheet

MATCHING THE DAYS OF THE WEEK

(ACTIVITY SHEET B)

SEE HOW WELL YOU KNOW THE NAMES OF THE DAYS OF THE WEEK.
DRAW LINES FROM THE ENGLISH WORD TO THE JAPANESE WORD.

FRIDAY	GETSU YŌBI
MONDAY	DO YŌBI
WEDNESDAY	NICHI YŌBI
SATURDAY	MOKU YŌBI
THURSDAY	KIN YŌBI
SUNDAY	KA YŌBI
TUESDAY	SUI YŌBI

CHECK YOUR ANSWERS BY LOOKING AT ACTIVITY SHEET A.

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 5
Another Title VII Activity Sheet

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 6
One Student's Story and Drawing

a dog chased a cat up a tree.
as it was scared, it couldn't see me.
I looked at the cat.
I whistled to the cat.
it saw me and jumped down from the tree

Appendix C
Student Monitoring, Classroom Materials and Student Work
Item 7
Parent Invitation and Permission Card

□の中に✓印をいれ Room 8 まで 返して下さい.
Please check the appropriate box and return to above.

10:00 – 10:30.

☐ 研修会に 出席します. (I will attend)

☐ _____ 語の通訳を必要とします. (I need an interperter in)

☑ 研修会には 出席出来ませんが 会の決定に 従います. (I will not attend but accept teams decision)

☐ 研修会に出席出来ませんし 私の子供を 個人的に 英語を 学習する プログラムに 入れることを 望みません. (I will not attend and do not want my child on an ILP)

生徒名: Student Name _____

日時: Date 11/6/87

父兄: Parent Signature _____

Appendix D
Student Support
Item 1
Principal's Observation Form

TITLE VII ELEMENTARY

PRINCIPAL OBSERVATION

School_____ Date_____

Project Student Observed_____Grade_____

Teacher_____

Student's Language Level: Pre-Early Production _____
Speech Emergence _____
Intermediate Fluency _____

---

1. Is the project student receiving a program of instruction via Natural Approach in the classroom? (evidence eg. ILPs, GLPs, lesson plans, interviews, student works, report cards or progress report cards, observation)

yes_____ no_____ subject_____
Notes:

2. What support materials is used for the student ?

materials_____

subject_____
Notes:

3. Is the student receiving services from the Title VII side?

yes_____ no_____ subject_____
Notes:

_____
Principal (signature) Date

Appendix D
Student Support
Item 2
One Title VII Aide at work with Project Students

Jin Song -- Title VII Aide, 1984-88
Victor Elementary School

Appendix D
Student Support
Item 3
Another Title VII Aide at work with Project Students

Hiroko Yamamoto -- Title VII Aide 1985-87
Lincoln Elementary School

Appendix D
Student Support
Item 4
A Third Title VII Aide at work with Project Students

Miyeko Lewis -- Title VII Aide, 1984-88
Victor Elementary School

Appendix E

Student Data for Entire Project (1984-1988)

"Excell" Spreadsheet Format

(with student names and identification numbers deleted)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	STUD.#	LAST NAME	FIRST NAME	I	SX	G	PL	WAVERED DT	G	L	LEP.DT.	FEP.DATE	LEFT SCH	FROM	TRANS
2					F	0	8		A	X	Sep-84	4/00/86		A	
3					M	5	8		A	X	Sep-82	4/00/86		A	
4					M	0	4		A	X	Sep-84	4/00/86		A	
5					F	0	8		A	X	Sep-84	4/00/86		A	
6					M	0	8		A	X	Sep-81	4/00/85	00/00/00	A	OUT
7					M	2	8		A	X	Sep-81		0/00/00	A	C
8					M	2	8		A	X	Apr.84			A	
9					F	0	8		A	X	Sep-84	4/00/86		A	
10					M	5	8		A	X	Ma.84	4/00/86		A	
11					F	0	8		A	X	Jan-84	4/00/86	3/00/88	A	C
12					M	2	8		A	X	Jan-84			A	
13					M	4	8		A	X	Sep-81		9/1/86	A	C
14					F	1	8		A	X	Sep-83		10/30/86	A	OUT
15					M	2	8		A	X	Sep-82		0/00/00	A	
16					F	1	8		A	X	Sep-84	4/00/86		A	
17					F	1	4		A	X	Ma.84		1/17/86	A	NR
18					M	1	8		A	X	Sep-84	5/00/87		A	
19					M	1	8		A	X	Sep-84		9/10/85	A	OUT
20					F	1	4		A	X	Sep-83	4/00/86	12/1/87	A	OUT
21					F	1	8		A	X	Sep-84		3/21/86	A	OUT
22					F	2	8		A	X	Sep-84		3/21/86	A	OUT
23					M	0	8		A	X	Nov.82		10/25/85	A	NR
24					M	0	8		A	X	Sep-84	0/00/86		A	
25					F	0	4		A	X	Oct-81	5/00/86	9/1/87	A	C
26					F	1	8		A	X	Nov.83	4/00/86		A	
27					M	2	8		A	X	Nov.83		9/19/86	A	OUT
28					F	0	8		A	X	Sep-84	0/00/86		A	
29					F	0	8		A	X	Oct-80	5/00/86	9/1/86	A	C
30					M	2	8		A	X	Sep-82			A	
31					F	2	8		A	X	Sep-82	4/00/86		A	
32					M	0	8		A	X	Sep-81	4/00/86		A	C
33					M	3	8		A	X	Sep-82		0/00/86	A	OUT
34					F	0	8		A	X	Sep-84		3/21/86	A	
35					F	3	8		A	X	Sep-81	5/00/85	9/1/87	A	C

Appendix E
Student Data for Entire Project (1984-1988)
"Excell" Spreadsheet Format
(with student names and identification numbers deleted)
(Continued)

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	85RD.	85LAG.	85MT	86RD	86LAG.	86MT	87RD	87LAG	87MT	88RD	88LAG	85MT	IOX 12/86	IOX 12/87	IOX 5/88
2	73	*NT	*NT	62	*NT	72	85	46	42	38	61	40			
3	62	63	60	27	27	59	31	3	17	34	57	72			
4	57	*NT	*NT	95	*NT	89	79	56	98	51	31	77			
5	57	*NT	*NT	82	*NT	93	84	56	97	35	66	94			
6	*NT	*NT	*NT												
7															
8	8	*NT	37	2	29	62	16	6	36	20	22	28	11	13	13
9	87	*NT	*NT	95	*NT	99	93	77	98	95	97	94			
10	50	72	81	51	71	90	61	49	85	61	75	94			
11	23	15	93	72	90	99									
12	33	*NT	85	28	35	97	27	79	42				13	16	*NT
13	20	26	33	7	30	20									
14	55	*NT	89	39	14	74									
15	*NT	*NT	*NT												
16	54	*NT	70	87	73	98	62	99	92	72	93	92			
17	*NT	*NT	*NT												
18	36	*NT	68	30	39	72	39	59	73	78	56	83	10		
19	*NT	*NT	*NT												
20	54	*NT	42	55	58	65									
21	1	*NT	*NT	88	*NT	94									
22	33	29	97	21	7	60									
23	*NT	*NT	*NT												
24	1	*NT	*NT	85	*N T	85	68	62	97	56	79	99			
25	19	33	46	35	74	76									
26	38	*NT	32	83	67	49									
27	1	33	56	27	23	60									
28	1	*NT	*NT	55	*NT	80	42	67	88	32	48	87			
29	24	31	69	42	49	77									
30	9	28	86	27	13	43	16	22	76	33	57	67	17	17	15
31	48	46	95	30	33	66									
32	30	75	95	36	57	88									
33	*NT	*NT	*NT												
34	24	*NT	*NT	13	*NT	60				4	93	14			
35	72	77	92												

Appendix F
Project Director's Tabulation of Parent's Awareness of School Activities
Item 1
Arlington School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Jpn.	Kor.	TOTAL YES	TOTAL NO	Jpn	Kor.
Back to school night	24	3	27	3	3	0
Open House	26	3	29	1	1	0
PTA Programs	26	1	27	3	1	2
Bilingual Advisory Committee Meetings	27	2	28	3	1	2
Special School Activities	25	1	26	4	2	2
Class Activities	26	1	27	3	1	2
Parent Education Programs	21	0	21	9	6	3

NAME_____

SCHOOL Arlington

DATE May 19, 1988

Appendix F
Project Director's Tabulation of Parent's Awareness of School Activities
Item 2
Hickory School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Jpn.	Kor.	TOTAL YES	NO	Jpn	Kor.
Back to school night	14	4	18	5	5	0
Open House	20	4	24	0	0	0
PTA Programs	19	4	23	1	1	0
Bilingual Advisory Committee Meetings	18	4	22	1	1	0
Special School Activities	20	3	23	0	0	0
Class Activities	18	3	21	2	2	0
Parent Education Programs	11	2	13	10	7	3

NAME _____

SCHOOL Hickory

DATE June, 1988

Appendix F
Project Director's Tabulation of Parent's Awareness of School Activities
Item 3
Lincoln School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Jpn.	Kor.	TOTAL YES	TOTAL NO	Jpn	Kor.
Back to school night	21	4	25	5	1	4
Open House	22	7	29	1	0	1
PTA Programs	22	6	28	2	0	2
Bilingual Advisory Committee Meetings	22	7	29	1	0	1
Special School Activities	22	7	29	1	0	1
Class Activities	21	6	27	2	0	2
Parent Education Programs	16	2	18	6	0	6

NAME _____

SCHOOL Lincoln

DATE May, 1988

Appendix F
Project Director's Tabulation of Parent's Awareness of School Activities
Item 4
Victor School

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	Jpn.	Kor.	TOTAL YES	NO	Jpn	Kor.
Back to school night	25	14	39	8	6	2
Open House	29	15	44	4	3	1
PTA Programs	27	11	38	10	5	5
Bilingual Advisory Committee Meetings	20	8	28	16	9	7
Special School Activities	30	10	40	6	1	5
Class Activities	30	12	42	5	1	4
Parent Education Programs	24	10	34	13	8	5

NAME_____

SCHOOL Victor

DATE May, 1988

Appendix G
Increase in Knowledge Questionnaire
Item 1
Teacher Questionnaire

TEACHER QUESTIONNAIRE
Title VII Elementary

1987-1988

School: _____ Grade: _____

Title VII to end soon:

As you know for the past four years your school has received Bilingual Title VII funds. This year (1987-1988) is the last year of federal funding. As the project nears completion, two key assessment questions emerge: 1) "Have teachers and principals at the four project schools gained in knowledge of Japanese and Korean students' cultures and language needs?", 2) "Have teachers and principals chosen to spend some of their 'free time' (beyond Title VII funded inservice) doing things which would contribute to their knowledge of Japanese and Koren students' cultures and language needs?"

Directions:

Please read each statement below and check to what degree you, your principal, and other teachers in your school have increased in knowledge of Japanese and Korean students' cultures and language needs.

1. Over the last four years my level of knowledge of Japanese and Korean students' cultures and language needs has increased

None ___ A little ___ Quite a bit ___ A great deal ___

2. Over the last four years other teachers' level of knowledge of Japanese and Korean students' cultures and language needs has increased

None ___ A little ___ Quite a bit ___ A great deal ___

Appendix G
Increase in Knowledge Questionnaire
Item 1
Teacher Questionnaire
(Continued)

3. Over the last four years my principal's level of knowledge of Japanese and Korean students' cultures and language needs has increased

None ____ A little ____ Quite a bit ____ A great deal ____

4. After four years of funding, what are your thoughts about the Title VII project and its impact?

_____
_____
_____
_____
_____

5. Have you spent some of your "free time" (beyond Title VII inservice) doing things which contributed to your knowledge of Japanese and Korean students' cultures and language needs? (Did you make trips, attend exhibitions, concerts, language classes, or restaurants?)

Yes ____ No ____

I did the following:

_____
_____
_____
_____
_____
_____

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire

1. Over the past four years, my level of knowledge of Japanese and Korean students' culture and language needs has increased.

	NONE	A LITTLE BIT	QUITE A BIT	A GREAT DEAL
ARLINGTON:		3	9	4
HICKORY:		1	5	7
LINCOLN:		3	4	6
VICTOR:		5	5	6

2. Over the past four years other teacher's level of knowledge of Japanese and Korean students' culture and language needs has increased.

	None	A LITTLE BIT	QUITE A BIT	A GREAT DEAL
ARLINGTON:		2	11	3
HICKORY:		1	8	4
LINCOLN:		5	4	4
VICTOR:		3	6	6

2 NO ANSWER

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

3. Over the last four years my principal's level of knowledge of Japanese and Korean students' cultures and languages needs has increased.

	NONE	A LITTLE	QUITE A BIT	A GREAT DEAL
ARLINGTON:			9	4

2 NO ANSWER
1 CHANGED PRINCIPALS 3 TIMES

	NONE	A LITTLE	QUITE A BIT	A GREAT DEAL
HICKORY:			4	8

1 NOT SURE SEEMS TO BE QUITE A BIT OF KNOWLEDGE IN THIS AREA NOW.

	NONE	A LITTLE	QUITE A BIT	A GREAT DEAL
LINCOLN:		1	4	8

	NONE	A LITTLE	QUITE A BIT	A GREAT DEAL
VICTOR:			6	8

1 HAS NO INFORMATION ON THIS
3 NO ANSWER

4. After four years of funding what are your thoughts about the TITLE VII PROJECT and its impact?

ARLINGTON:

1. Just being aware and alert to some of their culture has increased my knowledge.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

2. LEP children should be placed in regular class not bilingual class, all loved pull out program; also how can there be quality and effective teaching if we hire people who are not credentialed. Speaking the language does not qualify being a teacher.

3. Sheltered classroom was satisfactory in grades K-1-2 but I disagree with State requirements for teachers of ESL. Natural Approach sessions are great-workshops informative. Children benefit from pullout but Rainbow is inappropriate for classrooms.

4. I think it should be dropped! When in a country you must assume the responsibility to become fluent. I don't feel the school should be responsible.

5. Field trips to Korean and Japanese areas of L.A. were most enjoyable.

6. Need continued similar funding.

7. Impact has been great since almost all TITLE VII school staff have received training in Natural Approach, Korean and Japanese cultures and Language writing as it relates to LEP student.

8. Enjoyed field trip.

9. Emphasis on culture and family has been wonderful! Putting children of same language together slows learning of English.

10. It's an important program that I hate to see cancelled.

11. I think it has made teachers more aware of the 2 cultures. I hope in the future that aides will be made available to all bilingual classes on 1 aide for the upper grade level.

HICKORY:

1. Still needed. Do not have time in classroom for individual help for ESL.

2. Costs too much. Takes funds and resources away from other students.

3. I thoroughly enjoyed the 2 field trips into L. A. and being totally immersed for the day in another culture.

4. It was good but more money should have been spent on materials for our classrooms. Ex. Rainbow Kits.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

5. It is too expensive for the time and effort demanded.

6. The program is needed in our area because of the large influx of Oriental children.

7. I think it was very necessary that we should have had it. It gave some of us the knowledge we needed (first hand knowledge) to be able to explore and understand the parents and the children. Sometimes they will open up if it is interesting to them.

8. It has greatly increased awareness of Japanese/Korean cultures. TITLE VII Inservices have increased my ability to meet needs of all English As A Second Language Acquisition students.

9. Helpful and beneficial

10. A waste of money

11. Helpful in many ways

12. The TITLE VII project has afforded the students many days of training. However, the wonderful training in "Natural Approach" that it has provided for our teachers will help hundreds of other students over the years. The materials it provided are also fine and will last a long time.

LINCOLN:

1. I feel it is an effective program as implemented at our site. Translation takes place when content area material is past students linguistic comprehension level.

2. It really helps them to learn English.

3. TITLE VII funds were used for aides at Lincoln. These aides are invaluable for they offer ESL instruction to Limited-English children. The regular classroom teacher has limited time to offer these children such individualized instruction.

4. Felt the project was most beneficial in making me more aware of the cultural and educational needs of the Japanese students in my classes.

5. Very beneficial. We have become more aware of cultural differences and needs.

6. Undecided. I know that foreign students need help in gaining English, but I don't know if the way we go about it is that effective.

7. Very interesting.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

8. TITLE VII has raised our levels of awareness and understanding of each other.

9. I feel the TITLE VII project has been quite beneficial. It exposed all teachers involved to excellent information and techniques for teaching ESL students. Work with Krashen and others quite beneficial. The workshops and training enhanced my skills.

10. Gives a better insight as to needs of the children and aids in our ability to help them through an understanding of their culture.

VICTOR:

1. The project is well-intentioned. If it continues it would be beneficial for teachers to have films, filmstrips, photos, etc. available to them to use concerning the project culture.

2. The pull-out program has helped me and my students.

3. My principal has a positive attitude and seems to be increasing his knowledge. However, items #2 and #3 are judgment items which I choose not to answer.

4. I feel that the workshops have helped me understand the Korean and Japanese cultures. The resource teacher Linda Gresik has been extremely helpful. Other teachers are now more aware of the cultural differences which will enable them to understand the children.

5. It is nice to have help with non-English speaking students. HOWEVER, many of the Japanese students are only here 1-3 years It is a wasted effort to give them so much extra attention when they are only visitors, not permanent residents. Money should be spent on children scoring 26-49 percentile who will be living in the U. S.

6. TITLE VII students learn very quickly in the regular classroom. I resent money being spent for TITLE VII students and not having enough funds for Special Reading classes to serve other students.

7. Well worth it. I gained a lot from the inservice workshops I'm more aware of both the Korean and Japanese culture.

8. A waste. We are only concerned with making Americans.

9. It certainly has helped meet the needs of the Japanese and Korean students coming into our community.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

10. The TITLE VII training took a lot of the fear out of working with non-English students of any language. The training helped me immeasurably. The ESL staff at Victor has been a tremendous help in getting our ESL students to learn English faster. Without their help the classroom teacher would be far less effective in helping ESL students.

11. Terrific project. Really made me aware of the cultural diversity and its impact on our students when they arrive here. (i.e. cultural shock)

12. The teacher inservice was fun, but I don't know how valuable we will be in the long run. It increased my awareness. It was mostly theory rather than practical.

13. Wish it were used for students remaining in the U. S.

5. Have you spent some of your "free time" (beyond Title VII inservice) doing things which contributed to your knowledge of Japanese and Korean students' cultures and language needs? (Did you make trips, attend exhibitions concerts, language classes or restaurants?)

	YES	NO
ARLINGTON:	9	4
	3 NO ANSWER	

1. Attended cultural activities in our church and community. Recently the Torrance Park and Recreation had "Bunka Sai" festival of arts and foods. I took a Japanese language class and read books on the Japanese culture.

2. Exhibitions and restaurants.

3. Restaurants, museum trips, and reading.

4. Korean Cultural Center, USC workshop, and Language Development Specialist.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

5. Reading, trip to exhibitions, and Art class

6. One year (1) Japanese language class. Sister City Day attendance yearly-Kashiwa.

7. Watched Japanese T. V. shows

8. I went to a Japanese Festival of Arts, through the L. A. County Museum.

	YES	NO
HICKORY:	10	3

---

1. I've attended concerts and exhibitions given to their areas of concentration in L. A. and have eaten in their restaurants. I have become especially good firends with one Korean lady and a Japanese family. I see them <u>often</u> and we are learning more all the time about each others cultures.

2. Workshops, cultural activities, and museums.

3. Restaurants, exhibits, and trips.

4. Participated in Hina Matsure Festival and Boy's Day Classroom Exhibit with parents putting together a program for my class (as well as my own personal benefits from these experiences) I correspond with a Japanese family Taught ESL Summer School to 6-7-8th students who all shared their "cultures" with my class. Ate at Japanese Restaurants. I have tutored Japanese students from other schools and in our conversations I have learned more interesting facts about their cultures which better facilitate our communication. (and my understanding of their cultures)

5. Lived in Japan 4 1/2 years. Traveled to China twice, visited Korea for one week, visited Hong Kong, and Taiwan. Life long interest in Asian culture. Speak some Japanese.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

6. I intend to learn about Korea by going to the conference at USC May 14 and May 22.

7. My class does a big unit on Japan each year.

8. Traveled to Japan, went to exhibits, and I really like Japanese food.

9. Restaurants and Art exhibitions.

10. I try to attend the different new Ethnic restaurants and special festivals set up in my own area.

11. Have Spanish, Korean and Japanese "boxes". Do many Multicultural project and songs in class.

	YES	NO
LINCOLN:	9	3

1 NO ANSWER

---

1. One field trip to Japanese Town and one field trip to Korea Town.

2. I have gone and taken guests to the Otanic Hotel Complex. I have gone to the Museums (LA County) both art and showings of work at Cultural Fairs. The restaurants have also added to my knowledge. My most important extension are the the Cultural Festivals I've held in my school yearly with children and parents.

3. I have attended four Adult Education sessions (4 quarters) of Japanese Language, understand its sentence structure, and can speak Japanese a little. It is very easy for me to pick up on other languages. To date, I have studied nine other languages and can read, spell, and write some of them.

4. Museum exhibit.

5. I have attended cultural exhibits and Japanese and Korean restaurants.

6. Attended Japanese language class at El Camino.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

Attended numerous Japanese community exhibits and programs such as: Japan Expo '87, Bunka-Sai, Japanese Cultural Institute activities, Japanese Language School, open houses, Speech contests, tours of Japanese/Korean communities in L. A., S. F. and Seattle. I receive and read Japanese newspapers and publications from Korean Consulate.

7. Things "Japanese" are a part of my everyday life. I am understanding Korean culture through conversations with friends of my children.

8. Restaurants.

9. Got the LDS certification, enrolled in language classes, and attended Title VII cultural inservices.

	YES	NO
VICTOR:	11	5

2 NO ANSWER

---

1. Inservice, attended District offered classes and trips and ate in restaurants.

2. Restaurants.

3. Read some books.

4. I have attended exhibitions, visited the museum in Pasadena for Oriental Art (? name) and have eaten in Oriental restaurants.

5. Japanese language class.

6. I got the name of a really good Korean restaurant and visited it. I plan to visit Japan next year which is a direct result of my experiences with the Title VII program.

7. Classroom trips to downtown L.A. Japanese cultural area.

8. I have learned phrases to help me speak Japanese but this was on my own without Federal money.

Appendix G
Increase in Knowledge Questionnaire
Item 2
Responses to Teacher Questionnaire
(Continued)

9. I took the classes offered by TUSD for Bilingual Methodology. Japanese language, and Japanese culture.

10. I am taking classes and reading many books on both cultures. I am taking Japanese this summer.

11. Japanese and Korean Community festivals attended once a year. Eat in Japanese and Korean restaurants 5-6 times a year. Japanese and Korean families invited to my home for dessert and cultural exchanges and conversations. Los Angeles T.V. channel 28 programs and series on other cultures on Thursday evening regarding Japan with Jane Seymour.

12. Have attended and visited restaurants, concerts, and exhibitions.

13. Eat at various ethnic restaurants, watch Japanese programs on T.V., speak Japanese, and cook Japanese and Korean.